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AUTHOR Spencer, Mima, Comp.
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ABSTRACT

This annotated bibliography contains 86 document and journal references listed in "Research in Education (RIE)" and in "Current Index to Journals in Education (CIJE)." Included are references related to programs, issues, materials, and methodology involved in bilingual teaching. (SET)

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BILINGUAL EDUCATION FOR SPANISH-SPEAKING CHILDREN: An Abstract Bibliography

Compiled by

Mima Spencer

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1. English as a Second Language in Elementary Schools--Background and Text Materials. October 1967, 8p. ED 012 919

*Bibliographies; Bilingual Students; Elementary Education; *English (Second Language); Instructional Materials; Language Instruction; Mexican Americans; Minority Groups; Preschool Education; Puerto Ricans; Reading Instruction; Resource Materials; Spanish Americans; Teaching Guides; Teaching Methods

This selective, annotated bibliography is a list of the outstanding publications available in the field of teaching English as a second language in kindergarten and elementary schools. Section A (Methodology) lists background readings dealing with theory and approaches, materials, and techniques. Section B (pre-school or primary school materials) lists texts designed for children of specific age and learning levels. Of special interest are the various materials for teaching Spanish-speaking children prepared by the New York City Board of Education, Imperial County Schools (El Centro, California), Dade County Public Schools (Miami, Florida), Puerto Rico Department of Education, and the Texas Education Agency (Austin, Texas). This bibliography is also available on request from the Center for Applied Linguistics, English for Speakers of Other Languages Program, 1717 Massachusetts Avenue, N.W., Washington, D.C., 20036.

2. McIntosh, Lois. Starting English Early--A Guide and Commentary. 1967, 18p. ED 015 466

Bilingual Students; Contrastive Linguistics; Elementary Grades, *English (Second Language); *Instructional Films; *Instructional Materials; *Language Instruction; Spanish Speaking; Teaching Guides; Teaching Methods; Teaching Techniques

This guide and commentary describes Starting English Early, a 30-minute color film based on the daily activities of Spanish-speaking children who made up a demonstration class in English as a second language offered by the NDEA Institute at the University of California at Los Angeles during the summer of 1966. The purpose of the film was to demonstrate techniques of teaching English as a second language to children of elementary school age. The linguistic principles involved and the text and teachers notes for the first lesson taught in the film are presented in this guide. The authors summary points out that--(1) while being bilingual is an asset, it is not as important a teacher qualification as being well-trained in the teaching of English as a foreign language, (2) classes of more than 15 children are too big for effective language work, and (3) in spite of variations in the size and attractiveness of the classroom, a well-trained and motivated teacher with an organized program can teach effectively. An annotated list of books and periodicals in the field of English for speakers of other languages is included. The film Starting English Early is 16mm with sound, and sells for $275.00 per copy. Rental fees are $12.50 a day or $20.00 for three days. For information write to Miss Evelyn Lane, Academic Communication Facilities, University of California, Los Angeles 90024.

3. Gaarder, Bruce; And Others. Bilingualism--From the Viewpoint of the Administrator and Counselor. November 1966, 18p. ED 018 286

Achievement; Anglo Americans; Bibliographies; *Bilingualism; Bilingual Students; Counselors; Culture; Education; English (Second Language); Language; Learning; Mexican Americans; Projects; Schools; *Second Language Learning; Spanish; *Spanish Americans; Teaching

Bilingual schooling can be defined as the teaching of all or a few subjects (over and above English and Spanish themselves) through both tongues, which is distinctly different than the teaching of a second language as an isolated subject. The bilingual schools at Laredo, Texas, have succeeded in creating an effective, two-way, mixed bilingual school system, giving equal time to Spanish and English. The Coral Way School, another bilingual school located in Miami, Florida, is also two-way, providing about equal time for the 2 languages. However, from grade 1 through grade 3, there is considerably less mixing of the 2 cultural groups. The most difficult problem in bilingualism is that of gaining favorable administrative attitude and policy. Bilingual schooling is profitable because it makes for superior educational achievement and students can best learn through their mother tongue. Through this approach, biculturalism can be achieved, rather than the cutting of ties from the original culture. A supporting bibliography is included, and an appendix which describes a number of bilingual projects in various schools. This paper was delivered at the annual conference of the Southwest Council of Foreign Language Teachers, El Paso, Texas, November 4-5, 1966.

4. Past, Ray; And Others. Bilingualism--From the Viewpoint of Recruitment of Bilingual Teachers. November 1966, 19p. ED 018 297

*Bilingualism; Bilingual Students; Communications; Concept Formation; Cultural Interrelationships; *Culturally Disadvantaged; Depressed Areas (Geography); Economically Disadvantaged; Educationally Disadvantaged; *English (Second Language); History; Instruction; Language; Linguistics; *Mexican Americans; Reading; Second Language Learning; Skills; Spanish Speaking; Teacher Education; Teacher Recruitment; Training; Writing

The teachers of bilingual students in New Mexico need additional training to work with those students from the linguistically and culturally impoverished areas of the state. Those teachers of English as a second language must be prepared to communicate interculturally as well as linguistically if they are to penetrate the real world of the Mexican American. For the teachers to acquire adequate skills of understanding, reading, writing, and speaking, it will be necessary for them to understand--(1) the nature of language, (2) the nature and kinds of interference from one language to another, (3) thought processes and language acquisition, (4) language and its relation to concept development, (5) phonology, morphology, and syntax, (6) methods and techniques of language instruction, and (7) materials for language instruction. Teachers who are already effective do adapt and become competent second language teachers. It is felt, however, that the universities could be of greater service to the bilingual communities by affording student-teachers the needed supervised field experiences in second language capacities. Finally, a good teacher recruiting program is needed

which would assure that all teachers would have a feel for the bilingual student and his culture. This paper was delivered at the Annual Conference of the Southwest Council of Foreign Language Teachers, El Paso, Texas, November 4-5, 1966.

5. Duhon, Dorothy D. Colorado Report on Education for Bilingual Children. November 1967, 2p. ED 018 302

American Indians; Attitudes; *Bilingualism; Bilingual Students; Disadvantaged Youth; Education; Educational Opportunities; *English (Second Language); Experience; Language; Learning; Mexican Americans; Projects; Research; Rural Areas; *Second Language Learning; *Spanish Americans

The development of a keen realization of the value in the education of potentially bilingual children has come about as a result of two strong forces--the understanding of the principles of second language learning and the recognition that bilingualism can be an asset or a handicap depending on the education the child receives in both languages. This realization has lead to two major research projects in Colorado. The first project, the acculturation and education of rural quad-ethnic groups for maximum choices in the larger society, has as its ultimate objective the construction of a curricular framework within which teacher and student together may research and resolve problems of cross cultural, linguistic, and conceptual interferences. The second project is titled, A Project in an Autotelic Responsive Environment Nursery School for Environmentally Deprived Spanish American Children. Its major thesis is that the common cycle of children from disadvantaged families (who enter school without the experiences prerequisite for school success, fall progressively behind other children, usually drop out before achieving functional literacy, and return to slum homes to rear the next disadvantaged generation) can and must be broken before the child enters the first grade. This report was presented at the Annual Conference of Foreign Language Teachers, El Paso, Texas, November 10-11, 1967.

6. Our Bilinguals--Social and Psychological Barriers, Linguistic and Pedagogical Barriers (2nd Annual Conference of the Southwest Council of Foreign Language Teachers, El Paso, November 13, 1965). Reports. November 1965, 40p. ED 019 899

Academic Achievement; *Acculturation; *Bilingualism; Bilingual Students; Culturally Disadvantaged; Culture Conflict; Economic Disadvantagement; Educational Improvement; *English (Second Language); Family School Relationship; *Language Handicaps; Language Instruction; *Mexican Americans; Psychological Patterns; Social Background; Social Problems; Spanish Speaking; Teacher Qualifications; Teaching Methods

A series of reports submitted for the 1965 conference define the various sociocultural, psychological, linguistic, and pedagogical barriers to academic achievement among Spanish-speaking children in the southwest and recommend improvements to break down these barriers. Individual reports

deal with the problems of preserving ethnic identity, instituting bilingual and special placement programs, improving instructional materials, developing more efficient teaching methods and techniques, and improving teacher attitudes and qualifications. Lists of questions suggested by these reports are included for future study.

7. Bilingualism and the Bilingual Child--A Symposium. April 1965, 54p. ED 019 909

Acculturation; *Bilingualism; *Bilingual Students; *Conference Reports; Educational Attitudes; *English (Second Language); Ethnic Groups; Intelligence Factors; Interference (Language Learning); Language Development; Language Instruction; Learning Processes; Psychological Characteristics; Research Needs; *Second Language Learning; Spanish Speaking

An understanding of bilingualism and its effect on individual learning processes was the theme of these papers prepared for a June 1964 conference for the teacher of the bilingual child (University of Texas). Two papers submitted by Joshua A. Fishman discuss the status of non-English language resources in the United States, the prospects for the preservation of these resources, and the possible relationships between bilingualism intelligence, and language learning. The need to correct current miseducation of Spanish-speaking children in the south and southwest, and the application of principles learned from language education of bilinguals to language education in general is stressed by Theodore Andersson. Acculturation of the bilingual child is promoted in Chester C. Christian Jr.'s report. A. Bruce Gaarder discusses the research efforts designed to strengthen and maintain a child's mother tongue, which in turn could have positive effects on that youngster's intellect, personality, and ability to learn English. The last two papers presented here find the authors, David T. Hakes, and Pauline M. Rojas, dealing respectively with understanding the bilingual through psychology, and instructional materials specifically geared for bilinguals. This is a reprint from the Modern Language Journal, volume 49, numbers 3 and 4, March and April 1965, pages 143-175, 220-239.

8. Ott, Elizabeth H. Basic Education for Spanish-Speaking Disadvantaged Pupils. 23p. ED 020 497

*Bilingual Education; *Bilingual Students; *Disadvantaged Youth; Economically Disadvantaged; *English (Second Language); Language Programs; Mexican Americans; Non English Speaking; *Spanish Speaking

A bilingual education program has been field tested in San Antonio, Texas, in classes of disadvantaged Mexican-American children. This Southwest Educational Development Laboratory (SWEDL) program is also applicable to teaching French Canadians and Negro Americans. The strength of the program, according to the author, lies in what it does to change the children. It helps them become intellectually curious, profoundly sensitive to opportunities around them, and friendly and responsive human beings. By talking first about an impersonal subject like science, the children gain language proficiency and confidence which enables them to move toward learning about social studies, and how they fit into the larger world beyond their neighborhoods. Reading in the two languages is introduced early and is based on what they have learned to understand and use orally. Subject materials are taught in both Spanish and English at separate

periods during the day. A description of Horn's Language Research Project (begun in 1964 and still ongoing in the San Antonio School District) and the Ott Study (the Spanish-English Fluency Test which was given to children participating in the Horn Project) is followed by test data.

9. Libaw, Frieda B. The Lingua Plan. March 1968. ED 020 504

*Bilingual Education; Bilingual Students; Cultural Factors; Cultural Images; Disadvantaged Groups; *Elementary Education; English (Second Language); *Experimental Programs; Mexican Americans; *Program Descriptions; Program Design; Program Guides; *Spanish Speaking

Included in this document are the rationale and outline of the Lingua Plan, a bilingual education program developed by the staff of the Galton Institute to improve the primary education of Mexican American children who enter kindergarten with little or no knowledge of English. The major purpose of Project Lingua is to determine whether (1) classroom use of the child's native language, (2) special materials written to reflect Mexican American cultural values, or (3) a combination of both is most effective in raising the level of educational achievement of Spanish-speaking Mexican American children. The comparative effectiveness of these different factors would be tested through actual classroom teaching. Procedures to implement the plan are described in this document and center on--(1) selection of children and teachers, (2) implementation (teacher training, curriculum development), (3) evaluation, and (4) dissemination of findings. Appended are a review of other bilingual education programs and three bibliographies of recent work in this area, children's books in Spanish, and lists of Spanish classroom materials. The publisher of this document is the Galton Institute, P.O. Box 35336, Preuss Station, Los Angeles, California 90035.

10. Benner, Ralph; Reyes, Ramiro. California Plan for the Education of Migrant Children. Annual Evaluation Report, Fiscal Year Ending June 30, 1967. 1967, 25p. ED 020 831

Audiolingual Methods; Bilingual Teacher Aides; Day Care Services; *English (Second Language); Information Dissemination; Inservice Programs; Integration Effects; Interagency Coordination; Language Development; *Mexican Americans; Migrant Adult Education; *Migrant Child Education; Migrant Health Services; Migration Patterns; *State Programs

The Fiscal Year 1967 California Plan for the Education of Migrant Children included 21 projects reaching 9,671 children. Bilingual teacher aides and college-student teacher assistants, many of whom were members of migrant families, were used successfully in the various educational programs. Each educational center in one regional program included day care services, medical services, recreation programs, and inservice training programs. A primary goal of the plan was complete integration of migrant children within the regular classroom. Major problems encountered were language difficulties (85 percent of the migrant children were Mexican or Mexican-American), uncertainty of federal funding, and the elusiveness and variety of the migrant population.

11. Cummins, Emery J.; Palomares, Uvaldo H. Assessment of Rural Mexican-American Pupils, Preschool and Grades One Through Six, San Ysidro, California. April 1968, 41p. ED 020 845

*Academic Achievement; Bilingual Students; Curriculum Evaluation; Educational Methods; *Elementary Grades; English (Second Language); Inservice Teacher Education; Intelligence Tests; Kindergarten Children; Maturity Tests; Measurement; *Mexican Americans; Perception Tests; Perceptual Motor Learning; Personality Tests; Preschool Children; Preservice Education; Reading Tests; *Rural Areas; Social Maturity; *Testing

Mexican-American students from 8 grade levels within the San Ysidro, California, elementary school district were tested in June, 1967, as part of an evaluation of the rural Mexican-American student population in California. Analysis of test results revealed that Mexican-American students fell progressively behind in perceptual motor development--a deficit attributed to both home and school environments. Low self-concept scores and above-normal social maturity scores may have reflected the demands of 2 cultures on the Mexican-American student. Academic achievement progressively declined, possibly as a result of the de-emphasizing of individualized instruction and the abstraction demands made on Mexican-American students by materials geared to middle-class norms. Tables show which tests were given to which grade levels, age-grade relationships, and results by individual test. Related documents are RC 002 539 and RC 001 775.

12. Hughes, John F.; And Others. Focus on Innovation. January 1968, 24p. ED 021 670

Bilingual Students; *Communication Skills; *Compensatory Education; Culturally Disadvantaged; Educationally Disadvantaged; English (Second Language); Enrichment Programs; Individual Counseling; Individual Instruction; Instructional Innovation; Integrated Activities; *Migrant Children; Outdoor Education; Remedial Instruction; *Spanish Speaking; *Summer Programs

Summer educational programs held in 7 California school districts and funded by Title I, ESEA, are described in this issue of Focus on Innovation, programs of remedial instruction and enrichment were developed to assist the educationally disadvantaged, primarily in the area of communication skills. Selection of students, framework of the programs, and evaluation processes are discussed. An extract from an interview with John F. Hughes, Director of the Division of Compensatory Education, U.S. Office of Education, is presented relative to federal funding of summer programs.

13. Manuel, Herschel T. Recruiting and Training Teachers for Spanish-Speaking Children in the Southwest. ED 021 678

Bilingual Students; Bilingual Teachers; *Disadvantaged Environment; Disadvantaged Youth, Educational Methods; Educational Retardation; *English (Second Language); Instructional Programs; Preschool Education; *Second Language Learning; *Spanish Speaking; *Teacher Supply and Demand; Teaching Assistants; Teaching Conditions

The recruitment and training of competent teachers for Spanish-speaking children is but one phase of the overall staffing problem facing schools nationally. Generally, the teacher shortage could be reduced by increasing wages, improving facilities and equipment, reducing the teacher's work load through employment of teaching assistants and clerical helpers, and improving the professional image of the teacher. Programs should be initiated emphasizing cooperation between school systems and colleges in training teachers for the Spanish-speaking child. These teachers must be simultaneously aware of the characteristics of the disadvantaged generally, and the special problems faced by the Spanish-speaking student. Closely supervised English-speaking assistants might profitably be employed to give more extensive experiences with the English language in interesting activities. Education should be extended downward to include at least the disadvantaged 5-year-old child in partial compensation for a deficient home environment.

14. Jacobs, Charles C. An Approach to Migrant Bilingual Education. 1967, 32p. ED 022 619

*Bilingual Students; Cocurricular Activities; Cultural Activities; Cultural Enrichment; *English (Second Language); Language Skills; Learning Activities; Migrant Children; *Migrant Education; Non English Speaking; Second Language Learning; *Spanish Speaking; Speaking Activities; *Word Lists; Word Study Skills

The increased number of Spanish-speaking migrant workers utilized in New Jersey agriculture has made it necessary for the public schools to provide educational programs for bilingual students. This document presents activities and rationale designed to help such children in becoming bilingual and bi-cultural. Included are English-to-Spanish word lists (with phonetic spellings) to familiarize teachers with a basic Spanish vocabulary. Selected instructional activities are presented for elementary, middle, and upper level students. The emphasis of the program is on student involvement in oral activities to increase communication skills in an unfamiliar language.

15. Rodriguez, Armando. Bilingual Education. April 1968, 14p. ED 023 492

*Bilingual Students; Bilingual Teacher Aides; *Bilingual Teachers; Culture Conflict; *Demonstration Programs; Educational Needs; English (Second Language); Ethnic Groups; Family School Relationship; *Federal Programs; Inservice Education; *Language Handicapped; Mexican Americans; Operations Research; Rural Education; Spanish Speaking; Teacher Interns

Bilingual education is the process of instructing the child in his native language in some or all the curricular areas while he is learning English in the public school. This process prevents academic retardation due to a lack of proficiency in the English language. Bilingual education gives each student a base for success in the world of work, while preserving

and enriching the cultural and human resources of a people. It is recommended that pilot programs and demonstration projects in bilingual and bicultural education initiated under Title 7 of the Elementary and Secondary Education Act illustrate how other federal assistance programs could better be used to support similar educational undertakings. It is also suggested that more emphasis be placed on inservice programs in bilingual teacher education.

16. Pryor, Guy C. Evaluation of the Bi-Lingual Project of Harlandale Independent School District, San Antonio, Texas, in the First Grades of Four Elementary Schools During 1966-1967 School Year. June 1967, 77p. ED 023 508

*Bilingualism; Bilingual Students; Comparative Testing; Data Analysis; English (Second Language); Evaluation Criteria Evaluation Methods; Evaluation Techniques; *Experimental Programs; Grade 1; *Language Instruction; *Mexican Americans; *Program Evaluation; Reading Readiness Tests; Reading Tests; Spanish Speaking; Statistical Data; Test Results

A comparison of achievement and personal adjustment of Spanish-speaking students in an experimental bilingual school environment at the first grade level was the purpose of the Harlandale Instructional Project. This evaluation report presents comparative data from the testing program used to establish the effectiveness of bilingual education when compared to traditional English-only instruction. The comparative data also includes behavioral observations by the teacher, attendance and promotion data, and pupil history. Statistical comparisons are made on all test results of the pre- and post-testing periods. The results of the project tend to reflect favorably on bilingual instruction, and recommendations were made to expand and continue research in the program.

17. Development of a Bilingual Task Force to Improve Education of Mexican American Students. 1968, 4p. ED 024 493

*Bilingual Teachers; *Consultants; *Educational Disadvantagement; Educational Strategies; English (Second Language); Individual Instruction; *Mexican Americans; *Minority Group Teachers; School Community Relationship; Spanish Speaking; Special Services; Teacher Qualifications

It is proposed that resource task forces be developed to mobilize local California school district personnel toward more effective programs for Mexican American students. As conceived, each task force would provide in-service training for school district personnel, give classroom demonstrations, work with Mexican American communities, and assist in evaluating programs designed primarily for Mexican American children. Each task force would consist of from one to five persons and would be assigned to a specific regional area. Each task force would include persons with combined professional qualifications of bilingual ability, administrative-

supervisory experience, possession of a regular teaching and/or administrative credential, curriculum development and evaluation experience, and special training in working with Spanish-speaking students. The program would be supported by state funds, with local school districts providing matching funds at a specified ratio.

18. Cooksey, Robbie Choate. Priorities in Instituting the Teaching of English as a Second Language in a Southwest Texas School. September 1968, 6p. ED 025 747

*Bilingual Students; Contrastive Linguistics; *English (Second Language); *Second Language Learning; *Spanish Speaking; Teacher Attitudes; Teacher Education

Following two years of probing into reasons for local failure in teaching Latin-American students, the author began an intensive teacher-training program, with changes in teacher attitude as its first goal. The phases of language theory and methods covered in the training included developing an understanding of the intimate relationship between a culture and its language, a limited contrastive analysis of the sound, structure, and vocabulary systems of English and Spanish, oral drill techniques with practice and suggestions for classroom use, suggestions for adapting texts provided by the state, with emphasis on sound and structure drills from the text selections, and sequencing of the introduction of new structural elements. The author considers the most obvious affirmative result to be the disappearance of many of the attitudes of complacency and defeatism on the part of the teachers, and stresses the fact that second-language teaching has been carried on effectively overseas for many years.

19. Wilson, Jacques M. P. Whose American Dream is It? 1968, 4p. ED 025 771

Acculturation; *Bilingual Education; *Bilingualism; Bilingual Students; Cultural Isolation; Elementary Education; *English (Second Language); Literacy; *Mexican Americans; Socioeconomic Status; Sociolinguistics; Spanish; Spanish Speaking

The author takes issue with an unnamed supervisory educator who opposes bilingual education. Wilson points out that to avoid wasting human resources it is essential that better education be provided for Mexican-Americans in order to cut down the repeating of grades and dropping out by students whose home language is not English. Instruction in English as a foreign language is not sufficient. English as the only language of instruction in the first grade is not satisfactory. Balanced bilingual education, using the home language as the medium of instruction in the early grades, achieves normal literacy in two languages and offers superior academic accomplishments. It can improve the social and psychological acculturation of Mexican-American children and help develop non-English language resources valuable to the U.S. Title VII of the Elementary and Secondary Education Act now provides the opportunity for bilingual education and the author urges that we not deny the Mexican-American his share of the Great American Dream.

20. Andersson, Theodore. Bilingual Elementary Schooling. 4p. ED 025 772

*Bilingual Education; *Bilingualism; *Bilingual Schools; Child Language; *English (Second Language); Language Development; Language Fluency; Psycholinguistics; Regional Dialects; Second Language Learning, Spanish; *Spanish Habits

This paper reports on a study of bilingual education (schooling using both English and Spanish as media of instruction) by staff from the University of Texas and 30 bilingual elementary-school teachers from 13 Texas school systems. There was wide agreement on basic principles of bilingual education. That every child should be educated to his full potential, that he should learn at least one language beside English, that in bilingual areas, fluency and literacy can be achieved in two languages without loss in regular subjects, that both English- and Spanish-speaking children can master common learnings through two languages as well as through one, that learning in the early stages is best achieved through the mother tongue, that reading and writing should be learned first through the mother tongue and only after learning to understand and speak the second language should reading and writing of it be learned. The study points out the appropriateness of various style levels and regional dialects, and suggests a number of goals for bilingual education experiements, among them to explain the nature and role of language in expression of thoughts and personality, and to provide for objective evaluation of experiments and dissemination of conclusions.

21. Classroom Projects and Linguistic Laboratory for Non-English Speaking Children of Oklahoma. 1968, 48p. ED 026 176

Bilingual Teachers; *Curriculum Development; *English (Second Language); Federal Programs; Health Education; Language Instruction; *Language Laboratories; Lunch Programs; *Mexican Americans; *Migrant Child Education; Migrants; Migrant Schools; Second Language Learning; Social Disadvantagement; Spanish Speaking; State Departments of Education

The 5 most pressing educational needs of children of Mexican American migratory workers in Oklahoma are seen to be in (1) inadequate command of the English language, (2) nutritional deficiencies, (3) social adjustment problems, (4) proper physical hygiene, and (5) curricular planning and bilingual personnel. In an effort to meet these needs, the Oklahoma State Department of Education, with the aid of Elementary and Secondary Education Act (ESEA) Title I funds, has initiated several innovative programs including a migrant linguistic laboratory with modern electronic equipment to aid in the improvement of oral communication and reading skills, and a teacher workshop to teach conversational Spanish to teachers of migrant children.

22. Mycue, Elena Ines de los Santos. Testing in Spanish and the Subsequent Measurement of English Fluency. August 1968, 51p. ED 026 193

Bilingual Education; Bilingualism; *Bilingual Students; English (Second Language); *Language Proficiency; *Mexican Americans; *Performance Tests; Spanish; *Spanish Speaking

The Language Facility Test was administered to 48 preschool children in Head Start classes in Ft. Worth, Texas, to determine (1) if the spontaneous production of English speech would be better after the bilingual children were first allowed to perform in Spanish, and (2) if the English language performance of the Mexican-American bilingual children would be better when tested by a Mexican-American examiner, rather than an Anglo-American examiner. Results of the study showed that (1) pupils performed better with a Mexican-American examiner and (2) children performed better in English after initial performance in a similar task in Spanish. Recommendations were that (1) bilingual education be made mandatory, (2) new material on bilingual education be made available, (3) English be taught as a second language to bilingual children, (4) teachers be fluent in both languages, and (5) underachieving Spanish-speaking children be tested in Spanish as well as in English to determine more accurately their potential and specific needs. A survey of related studies is included.

23. Riley, John E. The Influence of Bilingualism on Tested Verbal Ability in Spanish and English. Final Report. June 1968, 24p. ED 026 935

*Bilingualism; Bilingual Students; Community Influence; Elementary School Students; English (Second Language); Language Ability; *Language Development; *Language Research; Language Tests; *Mexican Americans; Second Language Learning; Spanish Speaking; Tables (Data); *Verbal Ability; Visual Stimuli; Word Recognition

One hundred twenty first-grade Mexican-American students (60 from each Fort Worth and Laredo, Texas) were subjects of an experiment which attempted to determine whether bilingualism inhibits verbal ability in one or both of the children's languages. The PPVT-A (Peabody Picture Vocabulary Test, Form A) was used to test verbal ability and bilingualism was assessed by a Spanish translation of the Hoffman Bilingual Schedule administered to the parents (a copy of which is reproduced in the appendix). Results, contrary to previous studies cited, showed that the degree of bilingualism was not negatively correlated with the PPVT-A in English or Spanish. The underlying complexities of testing bilingualism are discussed with particular reference to the importance of community influence on the child's bilingual ability. The article is divided into sections which discuss methods, results, and conclusions of research. Statistical tables and references are included.

24. Cervenka, Edward John. Administration Manual for Tests of Basic Language Competence in English and Spanish. Level I (Preschool), Children Ages Three to Six, English and Spanish Versions, Forms A and B. Part of the Final Report. August 1968, 146p. ED 027 063

Basic Skills; *Bilingual Students; English (Second Language); *Language Proficiency; Language Skills; *Manuals; Measurement Instruments; Personnel Selection; *Preschool Children; Spanish Americans; Spanish Speaking; *Testing

This battery of Test instruments is one of a set of three developed for use in the study of bilingual (English-Spanish) instruction programs and other compensatory programs in Texas. The tests are to be individually administered and are designed to measure children's basic language competence via the perceptual and motor sides of linguistic and communicative phenomena. In this manual, guidelines for the selection and training of test administrators suggest desirable professional and personality qualifications. The importance of a trial testing period is stressed. General directions are given for establishing rapport with the child to be tested and for giving appropriate responses to the child during testing. Forms A and B of the tests in both language versions are included. Samples in the appendix include pictures for the oral vocabulary tests, the scoring sheet for subtests, and the rating sheet of the child's interpersonal behavior in an interview with the test administrator.

25. Cervenka, Edward John. Administration Manual for Tests of Basic Language Competence in English and Spanish. Level II (Primary Grades). Children Ages Six to Ten, English and Spanish Versions, Forms A and B. Part of the Final Report. August 1968, 112p. ED 027 064

    Basic Skills; *Bilingual Students; English (Second Language); *Language Proficiency; Language Skills; *Manuals; Measurement Instruments; *Primary Grades; Spanish Americans; Spanish Speaking; *Testing

This battery of test instruments is one of a set of three developed for use in the study of bilingual (English-Spanish) instruction and other compensatory education programs in Texas. These tests are designed to measure children's basic competence in a language via their perception of linguistice phenomena. The Level II battery is group-administered for children aged six to ten or in primary grades one to four. Included in this manual are general instructions for the test administrator. They were designed to help diminish the influence of extraneous factors in the testing situation and to obtain comparable results from one situation to another. The tests and sample answer sheets form the bulk of this report.

26. Oistad, Charles, Ed. Bilingual Education in Three Cultures, Annual Conference of the Southwest Council for Bilingual Education (El Paso, November 8-9, 1966). Reports. 1968, 32p. ED 027 515

    Acculturation; American Culture; *Bilingual Education; Bilingualism; Cultural Difference; Cultural Factors; *English (Second Language); Instructional Programs; Language Patterns; *Mexican Americans; Migrant Education; *Navaho; *Spanish; Spanish Culture

These reports deal with the American English, Texan Spanish, and Navajo languages and cultures. English in bilingual education by Elizabeth Ott describes the history of education in the southwest and examines the concept and many forms of bilingualism. An example of a possible bilingual

instructional program is given. The Spanish vernacular of Texas, a valuable medium in bilingual and bicultural education by Sergio D. Elizondo finds that the much denigrated Tex-Mex is well established and widely used as far as California, Michigan, and Ohio. The vigor of this Texas-type Spanish evinces the vigor of its culture, both factors must influence the formation of educational programs for the U. S. Mexicano. Tense, mode and aspect in Navajo by Irvy W. Goossen is an overview of some of the problems met with in comparing the tenses of English with the modes of Navajo. Interpretations of Anglo American culture by Chester Christian stresses the practical American efficiency responsible for a high standard of living and a bureaucracy and lack of respect for human values. It suggests that the Anglos impatience with different cultures may be cause for their unpopularity with other cultures. Hispanic culture in the southwest by John H. Haddox outlines those cultural values weak or lacking in Anglo American society, and notes a special Mexican-American desire for cultural synthesis.

27. Minkin, Rita. Placement, Methodology, and Techniques for the Student From Spanish-Speaking Background. December 1968, 4p. ED 027 796

    Ability Identification; Audiolingual Methods; Bilingualism; *Bilingual Students; *Comparative Analysis; Cultural Awareness; *English (Second Language); Goal Orientation; *Language Instruction; Language Learning Levels; Language Teachers; Language Tests; *Spanish; Spanish Speaking; Student Motivation; Student Placement

Special features of teaching Spanish to the Spanish speaking are identified and compared with objectives of teaching Spanish as a second language. Described are the (1) feasibility of achieving effective ability placement through a listening-comprehension test designed for use in Albuquerque public schools, (2) linguistic and motivational problems peculiar to non-native speakers of English, (3) difficulties encountered by Spanish teachers in bilingual programs, and (4) value of general student orientation.

28. Perales, Alonso M.; And Others. Guidelines for Implementing an Effective Language Program for Disadvantaged Mexican-Americans in the Elementary School, Guidelines for Implementing and Effective Workshop on ESOL. 1968, 66p. ED 027 984

    Activities; Administrative Organization; Administrator Guides; Bilingual Education; Bilingualism; Educational Objectives; *Elementary Schools; English (Second Language); *Guidelines; *Language Programs; Methods; *Mexican Americans; Program Evaluation; Program Guides; *Teacher Workshops; Techniques

A bilingual language program for Mexican American students in elementary schools and a workshop for teachers of English for speakers of other languages are outlined to aid effective implementation of such activities. Guidelines include goals and objectives, administration and organization,

methods, techniques, and activities, and evaluation. The guidelines for a workshop also contain an additional section on courses of study and materials. Both sets of guidelines offer examples of evaluation instruments.

29. Valencia, Atilano A. Identification and Assessment of Ongoing Educational and Community Programs for Spanish Speaking People A Report Submitted to the Southwest Council of La Raza, Phoenix, Arizona. March 1969, 116p. ED 028 013

Adult Education; *Bilingual Education; Bilingual Students; Community Programs; Disadvantaged Groups; English (Second Language); *Information Dissemination; Language Programs; Language Research; *Mexican Americans; *Models; Non English Speaking; Program Descriptions; Rural Areas; *Spanish Speaking; Teacher Education

Synoptic reports on 16 selected educational and community programs for Spanish-speaking people are presented in this document. Each report consists of a brief description of the project, an assessment of the program, and recommendations for dissemination and implementation of the project model. Programs reviewed include (1) the Good Samaritan Center's Bilingual Education Program, San Antonio, Texas, (2) Bilingual Follow Through Project, Corpus Christi, Texas, (3) the Coral Way Bilingual Program, Miami, Florida, (4) Teaching Spanish to the Spanish-Speaking Child--A Western States Small Schools Project in Pecos, New Mexico, (5) ESL/Bilingual Demonstration Project Center, San Diego, California. (6) the San Antonio Bilingual Demonstration and Dissemination Center, San Antonio, Texas, (7) Laredo Bilingual Program, Laredo, Texas, (8) Spanish Arts Program for Mexican Americans, Merced, California, (9) Teacher Excellence for Economically Deprived and Culturally Differentiated Americans, San Antonio, Texas, (10) Teacher Education Program, University of Southern California, Los Angeles, (11) A Video Oral English Instructional Approach for Non-English Speaking Adults with a Spanish Surname, Albuquerque, New Mexico, and (12) Proteus Adult Training Center, Visalia, California.

30. Valencia, Atilano A. Bilingual/Bicultural Education. A Perspective Model in Multicultural America. April 1969, 24p. ED 028 017

*Bilingual Education; Bilingualism; Compensatory Education Programs; *Cross Cultural Training; Cultural Differences; English (Second Language); Experimental Programs; Mexican Americans; *Models; Preschool Programs; *Program Descriptions; Program Design; *Spanish Speaking

Bilingual/bicultural education, with its focus on the linguistic and cultural needs of America's multicultural population, is emerging as a potential type of educational curriculum. Difficulties encountered by the non-English-speaking child, with instruction presented in a language essentially foreign to him, point to the value of bilingual and cross-cultural education in the instructional program. However, demographic data and careful examination of the educational needs of the children are necessary in ascertaining the type of bilingual program for a geographical area. In this volume, 19

models (some operative, some theoretical) and 9 bilingual programs for Spanish-speaking children are presented to illustrate differences, similarities, and potentialities of the models for implementation elsewhere.

31. Zintz, Miles V. What Classroom Teachers Should Know About Bilingual Education. March 1969, 57p. ED 028 427

American Indians; Bibliographies; *Biculturalism; *Bilingual Education; *Bilingual Schools; Contrastive Linguistics; Cultural Background; *Cultural Education; Cultural Factors; *English (Second Language); Ethnic Groups; Instructional Materials; Second Language Learning; Spanish; Spanish Speaking; Student Evaluation; Teaching Guides; Teaching Methods; Teaching Techniques; Vocabulary

Chapter 1 of this classroom teacher's guide to bilingual education discusses cross-cultural education and English language learning, with illustrations from Navaho, Alaskan Indian, Zuni, and Mexican-American cultures. It is stressed that teachers must be alert to the differences in languages, values, customs, and the cultural heritage of their students. They must understand their students feelings, attitudes, and emotional responses. One way of life or one language for communication is not better, or more right, than another. Chapter II discusses several basic linguistic principles and components of language. Some contrastive points of Spanish and English grammar and pronunciation are also presented, in non-linguistic terminology. In Chapter III, some techniques for teaching oral substitution, expansion, and transformation practices are illustrated. Chapter IV presents some techniques for developing vocabulary and briefly describes several TESOL texts. Chapter V defines and discusses some principles underlying bilingual education and cites programs observed in South Africa, Wales, Canada, and Miami, Florida. Materials for Spanish-English bilingual programs, and selected bilingual readings for classroom teachers are listed. Annotated bibliographies of studies on cultures, language, vocabulary, and TESOL texts are appended.

32. Ulibarri, Horacio. Interpretive Studies on Bilingual Education. Final Report. March 1969, 151p. ED 028 428

American Indians; Annotated Bibliographies; Bibliographies; *Biculturalism; *Bilingual Education; *Bilingualism; Bilingual Students; Child Language; Community Relations; Cultural Background; Cultural Education; *English (Second Language); Program Descriptions; Project Training Methods; Spanish Speaking; Student Evaluation; *Teaching Methods; Testing

This project, carried out in 1968-1969, undertook as its main purposes (1) to review the research that has been conducted on bilingual education, (2) to obtain the recommendations on bilingual education from those persons who have been actively engaged in working with this problem, (3) to conduct on-site visitations to see at first hand programs of interest, programs with potential for achieving inter-group reactivity, and (4) to draw from the study

implications for educational practice and administration, and research in the area of bilingual-bicultural education. The first main section of this report summarizes the purposes of the bilingual program, growth and development, language acquisition and learning, programs and methodology, projects, and tests and measurements. The second main section describes goals, the bilingual education program, the teacher and bilingual education, materials, teacher methodology, evaluation, and school and community relations. The final section deals with the same topics in terms of implications for research. An annotated bibliography on bilingualism is followed by a selected bibliography and a listing of projects and on-going programs in bilingual education.

33. Brown, Dorothee, Ed.; Lichtenberg, Zita, Ed. Summer Programs for Migrant Children. Special Issue, Your Public Schools, Volume 6, Number 8. July 1968, 28p. ED 028 850

American Indians; Bilingual Teacher Aides; Community Involvement; Compensatory Education; *Cultural Enrichment; Elementary Grades; *English (Second Language); Family School Relationship; Health Education; Individual Instruction; Instructional Materials Centers; Language Development; *Mexican Americans; *Migrant Education; Outdoor Education; Reading; *Summer Programs

Federal funds are provided for operation of 21 summer migrant education programs in Washington State for 2,300 preschool and elementary-age, predominantly Mexican American and Indian children of migrant farm workers. Other agencies--public and private--contribute financial support to the summer educational activities. In most cases the programs have an adequate supply of teachers, bilingual teacher aides, and community volunteer help. Individual attention is emphasized in teaching reading, language development, physical and health education, and art and music. When necessary, remedial work is given to the children, some programmed instruction is used. Many of the programs include weekly field trips to broaden world experiences, often through outdoor education. The home-school relationship is stressed as an important phase of the programs. Two curriculum materials centers are being developed to provide for improved supportive services to schools.

34. Ainsworth, C. L., Ed. Teachers and Counselors for Mexican American Children. 1969, 137p. ED 029 728

*Acculturation; Anglo Americans; Aspiration; Bilingual Teachers; Cultural Background; Culturally Disadvantaged; Educationally Disadvantaged; English (Second Language); Ethnic Groups; *Guidance Counseling; Language Handicaps; Linguistics; *Mexican Americans; Minority Group Children; *Minority Group Teachers; Spanish Speaking; *Teacher Education; Values

The main problems confronting teachers of Mexican American children are the language and cultural barriers. Mexican American children are often limited in communication skills in both Spanish and English and hold different values and life styles than the Anglo American teacher. The "live now"

attitude, which is characteristic of Latin cultures, instead of putting off gratification of desires that is part of the Protestant Ethic, frustrates many teachers. Teachers, preferably from Spanish-speaking background, should be trained in both Spanish and English. Historical origin and background, cultural characteristics and basic values and aspirations of the Mexican American culture, as well as linguistics, should be included in teacher education. School counselors, should possess guidance skills to help solve Mexican American students problems of role acceptance, self-concept, and social values. Finally, in the acculturation of the culturally disadvantaged Mexican American, a pluralistic goal is desirable which maintains the existence and identity of the minority instead of assimulationist aims. Included is a 75-page bibliography.

35. Holland, Nora. A Selected ERIC Bibliography on the Education of Urban American Indian and Mexican American Children. ERIC-IRCD Urban Disadvantaged Series, Number 5. April 1969, 22p. ED 029 935

Acculturation; *American Indians; *Annotated Bibliographies; Bilingual Education; *Children; Cultural Background; Cultural Factors; Educational Opportunities; Educational Programs; English (Second Language); *Mexican Americans; Reading Programs; Teaching Methods; *Urban Education

The selected bibliography on American Indian and Mexican American children in urban schools contains abstracts of 36 documents. Two themes in the writings about these minority groups are noted. One trend stresses concern about assimilation and the acculturation process, while another theme stresses the need for bilingual schooling.

36. Benjamin, Richard C. A Bilingual Oral Language and Conceptual Development Program for Spanish-Speaking Pre-School Children. March 1969, 9p. ED 030 087

*Bilingual Education; *English (Second Language); *Migrant Children; Nonstandard Dialects; Preschool Children; *Preschool Curriculum; Spanish; *Spanish Speaking; Standard Spoken Usage

The Michigan Department of Education runs a comprehensive program serving the social, physical, occupational, and educational needs of its approximately 90,000 migrants. Described in this paper are materials prepared as a part of the education program for migrant preschoolers, most of whom speak a nonstandard dialect of Spanish. The oral language lessons, the heart of this program, provide the teacher who has little background in either linguistics or in teaching English as a foreign language with linguistically controlled activities while at the same time preparing her to develop similar activities of her own. The 59 English and 61 Spanish lessons, each taking approximately 15 minutes, are designed to be used at the rate of about three per day for eight weeks. The non-English speaking children are taught to understand and discuss basic ideas about size, color number, time and space, identify and describe familiar objects and

relationships, and ask questions, all in standard English. The Spanish lessons, taught by a Spanish-speaking person, prepare the child for the conceptual content of the English lessons and also help him acquire standard alternatives for certain nonstandard features of his own dialect of Spanish. These lessons correlate with similar materials being produced by the department which are available at the kindergarten and first grade levels.

37. Barclay, Lisa Frances Kurcz. The Comparative Efficacies of Spanish, English and Bilingual Cognitive Verbal Instruction with Mexican-American Head Start Children. Final Report. January 1969, 304p. ED 030 473

*Bilingual Education; English (Second Language); *Experimental Programs; Instructional Programs; Language Programs; Lesson Plans; *Mexican Americans; Preschool Curriculum; *Preschool Programs; Program Descriptions; *Program Effectiveness; Second Language Learning; Summer Programs

Sixty-seven Mexican-American children were administered a special 7-week Head Start language training program during the summer of 1967. Three basic treatments were used, and there was a control group. Two teachers were used, thus raising the number of groups to eight. The three basic treatments involved a structured English language training program, in one group, Spanish was the language of instruction, in a second group, English was the instructional language, and in the third, both languages were used. The control groups received the usual preschool art and music activities. Tests were administered at the beginning of the program, at the end, and the next spring. It was found that (1) since the groups were initially of varying ability, final differences in performance could have been due to this initial difference, (2) the teacher factor, sex factor, and age factor contributed nothing to the results, (3) the structured language treatments did not produce better scores than the control treatment, and (4) the bilingual treatment was not significantly superior to the Spanish or English treatment.

38. Rodriguez, Armando. Mexican-American Education. An Overview. June 1968, 9p. ED 030 509

Biculturalism; *Bilingual Education; *Education; English (Second Language); *Federal Programs; *Mexican Americans; *Second Language Learning

Mexican American education in the southwest has shown a rising determination on the part of educators to implement programs designed to effectively meet the educational needs of bilingual-bicultural students. The most important potential is the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act. This act provides the child the opportunity to learn in his mother tongue and learn English as a second language. By changing priorities in present programs, Title I and Title III ESEA funds can be used to support bilingual education programs.

39. Jameson, Gloria Ruth. The Development of a Phonemic Analysis for an Oral English Proficiency Test for Spanish-Speaking School Beginners. January 1967, 187p. ED 030 841

Articulation (Speech); Bilingual Students; Diagnostic Tests; Disadvantaged Youth; Elementary School Students; Elementary School Teachers; *English (Second Language); Interference (Language Learning); *Language Tests; Oral English; Phonetic Analysis; *Phonology; *Preschool Children; Preschool Tests; Pronunciation; *Spanish Speaking; Speech Skills; Statistical Analysis; Test Results; Verbal Tests

The major objectives of the research reported here were: to develop a phonological analysis to be used in determining the basic language problems of disadvantaged Spanish-speaking children, to develop an effective test for assessing the oral English of these children that could be used by a classroom teacher after only a brief training period, and to develop a test to measure a child's progress in oral English through elementary school. To achieve these objectives (1) literature in the field of English tests for non-native speakers was reviewed (Chapter II), and an outline contrastive analysis of English and Spanish was written (Chapter III). (2) Three revisions of a phonological analysis of oral English were developed and tested with groups of 48, 43, and 157 pupils. The findings of the test are discussed (Chapter IV) with recommendations for changes. (3) Anticipated phonological difficulties for the native Spanish-speaker and difficulties reported by the teachers of Spanish-speaking children were compared with the findings of the above detailed analysis, with confirmation or variations reported. (4) A summary was prepared of the findings of the phonological analysis, with a review of the variations in scoring when the same children were marked by different teachers (Chapter V). It is concluded that the phonemic analysis test can test oral English ability with a reliability of 85 percent or better.

40. Ott, Elizabeth Haynes. A Study of Levels of Fluency and Proficiency in Oral English of Spanish-Speaking School Beginners. January 1967, 169p. ED 030 842

*Audiolingual Methods; Audiolingual Skills; Bilingual Students; Comparative Analysis; Disadvantaged Youth; *Elementary School Students; *English (Second Language); Language Ability; Language Instruction; Language Tests; Mexican Americans; Oral English; Second Language Learning; *Spanish Speaking; *Teaching Methods; Teaching Techniques, Verbal Development

A comparison was made between disadvantaged, Spanish-speaking elementary school pupils taught science in English by the oral/aural (OAE) method and those taught the same science content in English with non-oral/aural (NOA) instruction. Both the Ott-Jameson Test of Individual Oral Expression and a group, pencil and paper test of responses to spoken English were administered to 58 pupils in September, 1965 (pre-test) and May, 1966 (post-test). It was found that instruction using non-aural/oral techniques and a rich content, such as that provided in the AAS. Science, A Process Approach, is as effective as intensive language instruction using oral/aural techniques

in developing competency in hearing and understanding English vocabulary and differentiating contrastive phonology and grammar. The highly significant gains of pupils in the OAE group in the production of spoken English, however, substantiates the need for audio-lingual techniques in teaching English as a second language, especially to provide a rapid command of spoken English. It is recommended that the benefit of oral/aural techniques be combined with content drawn from science, social studies, mathematics and literature to produce a language instructional program based on meaningful experiences. Further research and testing are needed in using content to teach language skills, as is a standardized scale for language competency. See ED 010 048, AL 000 981.

41. Rosen, Carl L. Some Needed Research Regarding the Language and Reading Instructional Problems of Spanish Speaking Children. May 1969, 18p. ED 031 384

*Bilingual Education; *Bilingualism; Compensatory Education Programs; Curriculum Research; English (Second Language); *Language Research; Reading Development; *Reading Research; *Research Needs; Spanish Speaking

Three major areas of needed research in language and reading development for children of Spanish-speaking backgrounds are presented in a general overview. The first area of need is that of normative and descriptive studies of prelearning processes. This includes analyses of language base and home language behavior and is aimed at a more precise description of bilingual style. The second area of need is that of compensatory educational programs. These should be based on research and experimentation designed to determine language characteristics and needs. The third area of need is that of research in curriculum and materials modifications. Present curricula should be researched and evaluated, and new and innovative curricula should be designed which reflect research findings. An extensive bibliography of material reviewed is included.

42. Picchiotti, Natalie. Community Involvement in the Bi-Lingual Center. March 1969, 5p. ED 031 690

Acculturation; *Bilingual Education; *Community Involvement; Economically Disadvantaged; *English (Second Language); Mexican Americans; *Parent Participation; Puerto Ricans; *Spanish Speaking; Welfare Recipients

A bilingual elementary school for Spanish-speaking children in Chicago, Lafayette Center, is described in this paper. The primary concern of the center has been parent involvement, with home visits to the parents by school community representatives before and after enrollment and an open house in December. This function was well attended by community leaders and other officials, but not particularly by parents, partly, it was felt, because the parents are happy with the program and do not feel the need to come to the school, and partly because of the expensive public transportation in Chicago. The Puerto Rican community, in which the center is located, is

enthusiastic about the program. The Mexican community, while approving the program, resents that a second center was not opened in their community. Both resent the fact that the program is limited to the poor, all the children who need it are not included. The non-Spanish-speaking community of European background is, to varying degrees, indifferent, resentful, or hostile, because bilingual centers had not been provided for their parents or grandparents, who were under pressure to acculturate. There must be, the author stresses, a total community acceptance of a new approach to the education of our Spanish-speaking students and a recognition of their community rights concerning their children's education.

43. Michael, Alice. English as a Second Language for Speakers of Spanish. 1967, 24p. ED 032 175

Annotated Bibliographies; *Bilingual Education; Curriculum; *English (Second Language); Instructional Materials; Language Programs; *Resource Materials; *Spanish Speaking; *Teaching Techniques

The fact that many Spanish speaking pupils are seriously limited in English or may not speak English at all presents a difficult problem for their teachers in English speaking schools. This document presents some of the current knowledge concerning the nature of language and how it is learned in non-technical terms. Examples of lessons, techniques, and materials are given which teachers can use to carry out the kind of systematic English program that is described. Annotated bibliographies present listings of books for teachers, instructional materials, charts and pictures, and equipment along with a bibliography of materials related to the teaching of English as a second language.

44. Bibliography of Literature Books Related to Spanish History and Culture. September 1969, 17p. ED 032 958

*Annotated Bibliographies; Bilingual Students; Educational Resources; *Elementary Grades; *English (Second Language); History; Mexican Americans; Spanish Americans; *Spanish Culture; *Spanish Speaking

Approximately 90 books, published between 1946 and 1969, related to Spanish-speaking people and their culture, are presented in this annotated bibliography. It is intended as a guide for schools wishing to develop literature selections depicting the culture and history of Spanish-speaking people at the elementary level. Books written in both Spanish and English, and in only Spanish are included. Each annotated entry also includes the volume price and grade level for which it was intended.

45. Caskey, Owen L., Comp.; Hodges, Jimmy, Comp. A Resource and Reference Bibliography on Teaching and Counseling the Bilingual Student. March 1968, 49p. ED 032 966

*American Indians; *Bibliographies; *Bilingual Students; Bilingual Teachers; *Counseling; Culturally Disadvantaged; English (Second Language); Language Instruction; *Mexican Americans; Minority Group Children; Resource Materials; Spanish Speaking

Citations for 733 selected references published between 1914-1967 cover materials on the teaching and counseling of bilingual students. The purpose of the bibliography is to provide as extensive and helpful references as possible. Literature dealing with Indian and Mexican American children is included. Not available in hard copy due to marginal legibility of original document.

46. Bernal, Ernest M., Jr., Ed. The San Antonio Conference. Bilingual--Education--Where Do We Go From Here (San Antonio, Texas, March 28-29, 1969). March 1969, 117p. ED 033 777

*Biculturalism; Bilingual Education; *Conference Reports; Educational Improvement; Educationally Disadvantaged; Educational Problems; *English (Second Language); *Federal Programs; Human Resources; Inservice Education; *Mexican Americans; Preservice Education; Teacher Education

The purpose of the San Antonio Conference was threefold (1) to provide a planning base for the English as a Second Language Institute to be held at St. Mary's University, (2) to have a short-term impact on some of the educational practices in central and south Texas, and (3) to provide the U. S. Office of Education a compendium of the basic long-range educational needs of the Mexican American community in Texas and a set of recommendations for future program funding to meet these needs. Representatives from the Mexican American community, teacher training institutions, regional service centers, professional teachers, and school board members were invited. Included in the conference proceedings are (1) the keynote address and banquet speech, (2) recommendations and final reports made by 6 groups, and (3) position papers written by the various discussion leaders. A related document is ED 027 444.

47. Ulibarri, Horacio; And Others. Bilingual Education. Prep-6. 1969, 83p. ED 034 082

*Administrator Guides; *Biculturalism; *Bilingual Education; Bilingual Students; English (Second Language); Instructional Aids; *Mexican Americans; Minority Group Children; Spanish Speaking

The five documents in this prep kit report on the significant R D findings and current practice in bilingual education, from a project supported under OE's targeted communications program. Administration of bilingual education, one of the documents in the kit, is directed to administrators, school board members, and others who must make policy decisions concerning such a program. It treats such topics as the goals of a bilingual education program, the role of the administrator, the selection of the right teacher for bilingual education, materials available for teaching bilingual education, testing, and federal funds available for these programs. A second document, directed to the teacher of bilingual children, discusses some of the cultural differences and problems encountered in the teaching of these children, and present

practical recommendations and suggestions for strengthening classroom approaches. Annotated bibliographies accompany sections of this document. The remaining documents contain brief descriptions of 10 ongoing exemplary bilingual education programs, a listing of other programs by state, and some current research documents on bilingual education from the ERIC system, with information for ordering them from EDRS.

48. Casso, Henry J. The Siesta is Over. February 1969, 21p. ED 034 199

*Bilingual Education; Community Involvement; Culturally Disadvantaged; *Culture Conflict; *English (Second Language); Mexican American History; *Mexican Americans; Teacher Attitudes; *Teacher Education

The author surveys the history of attitudes and approaches toward educating Mexican-Americans and reviews some of the most outstanding contributions in the field. The invisible minority (National Education Association, 1966) states that the most acute educational problem in the southwest is that which involves Mexican-American children. Dr. Nolan Estes, associate commissioner for elementary and secondary education. Senator Ralph Yarborough, and Commissioner Harold Howe II are among those quoted in this paper for their efforts to promote bilingual and bicultural education. The 1960 census for Texas revealed the Mexican-Americans to have the highest dropout rate and the fewest number of persons 14 or over completing school. Nearly one fourth of the Mexican-Americans in Texas 25 years old or over had not completed one year of education, close to 40 percent of the adults were functional illiterates (fourth grade completed or less). Mexican-American student demands in Los Angeles are similar to those voiced in Chicago and San Antonio. The author balances his description of some of the difficulties met with by educators and students with mention of some instances of progress. A listing of hearings and conference reports is appended.

49. Blossom, Grace A. The Reading Problem of the Bilingual Child and a Solution. Book English is a Third Language to Bilingual Students. 1967, 22p. ED 035 479

Academic Achievement; American Indians; *Bilingual Students; Elementary Grades; English (Second Language); *English Instruction; Language Development; Mexican Americans; Primary Grades; Puerto Ricans; *Reading Development; Reading Difficulty; Reading Skills; *Spanish Speaking; *Vocabulary Development

The problem encountered by bilingual students upon entering school is that they are confronted with 2 vocabularies. The group of words used for speaking and the group of words used for reading. This situation places them in a frustrating predicament because they are acquainted with only a limited amount of English. As students progress gradewise, content materials become more difficult, sentences get more involved, vocabulary becomes progressively harder, and fewer pictures are included. By recognizing that a shift in vocabulary emphasis takes place between the primary and elementary levels, a

part of the problem is isolated. Reading development requires an awareness that, to bilinguals, poses a problem comparable to a third-language situation. More difficult vocabulary, idiomatic English, and long involved sentences begin to appear at about the third-grade level. Thus, a teacher must prepare the students. For vocabulary development, the child's speaking vocabulary of 200 to 300 words can be utilized to define new words. Idiomatic English must be recognized by the teacher and presented to the students. Long and involved sentences can be reduced to simple spoken English after the vocabulary is understood.

50. Hillerich, Robert L.; Thorn, Florence H. ERMAS. Experiment in Reading for Mexican American Students. 1969, 13p. ED 035 526

*Beginning Reading; *Bilingual Education; *Bilingual Students; Bilingual Teachers; English (Second Language); Language Programs; *Mexican Americans; Reading Instruction; Reading Materials; *Reading Programs

The first year of an ESEA/Title III experimental program to teach beginning reading in Spanish to 300 Mexican-American first graders in Corpus Christi, Texas, was described. While learning to read in Spanish, the children simultaneously learned English through aural-oral approach, with the goal of reading in both languages by the end of grade 2. A control group of 300 children received all instruction in English. They used the McKee Reading for Meaning Series beginning with getting ready to read which teaches reading through oral context combined with letter-sound associations for initial consonants. The experimental group received instruction in Spanish and English and used Preparandose Para Leer, an experimental Spanish program taking the same approach as getting ready to read, but using the 14 Spanish consonants. This group began transition to reading in English after they completed the prereading skills in Spanish and were actually reading Spanish stories. Then they read stories in both English and Spanish. The program will continue through grade 2, then testing will be done. Some preliminary observations of the program's value and references are given.

51. Valencia, Atilano A. The Relative Effects of Early Spanish Language Instruction on Spanish and English Linguistic Development. An Evaluation Report on the Pecos Language Arts Program for the Western States Small Schools Project. February 1970, 80p. ED 036 382

*Bilingual Education; Control Groups; *Elementary School Students; English (Second Language); Experimental Groups; Language Development; *Language Instruction; *Mexican Americans; Parent Attitudes; Questionnaires; Rural Education; School Personnel; *Spanish Speaking; Student Attitudes; Testing

Relative effects of early Spanish language instruction on English and Spanish language development of school children with Hispanic or Mexican American backgrounds were examined. The study endeavored to answer questions relative to Spanish language learning in the elementary grades and to inspire

educators in geographical areas with a Spanish-speaking population to consider the development and implementation of a bilingual/bicultural program relevant to local population needs. Data were obtained on attitudes toward Spanish usage, instruction, and language development from an experimental and a control group composed of elementary students from 2 schools. In addition, questionnaires were used to determine attitudes of school personnel involved and of parents of children in the study. Findings revealed that (1) students improved in Spanish vocabulary, spelling, and reading comprehension as a result of early Spanish language instruction, (2) Spanish language programs had no notable effect on English language development in the school curriculum, and (3) parents indicated an interest in becoming involved in the programs. The document is appended with materials relative to the study.

52. Nedler, Shari. An Early Childhood Education Model. A Bilingual Approach. 1967, 19p. ED 038 167

Behavioral Objectives; *Bilingual Education; Cognitive Processes; *Compensatory Education Programs; *Curriculum Development; English (Second Language); *Language Programs; Mexican Americans; Models; *Preschool Programs; Spanish

To aid school adjustment of children from low income families of Mexican descent, this program has developed new methods for teaching English as a second language while preserving and reinforcing children's use of Spanish. The classroom model emphasizes learning cognitive concepts and exploring the child's attitudes towards these concepts. Sensory-perceptual skills and language skills are systematically presented to develop children's thinking processes. An instructional program, based on this model, consists of a sequenced series of lessons, initially presented in Spanish and later in English. This developmental approach includes training in visual, auditory, and motor skills. The child learns a sequential pattern of language and speech concepts in both Spanish and English, with content selected to relate to the child and his environment. Instruction is individualized when appropriate. It is important that teachers structure and sequence learning activities which match individual learning abilities so that each child may develop to his potential.

53. Andersson, Theodore. Bilingual Schooling. A Cross-Disciplinary Approach. March 1970, 9p. ED 038 628

*Bilingual Education; Elementary Grades; *English (Second Language); *Interdisciplinary Approach; *Program Design; Spanish; Spanish Speaking; Teaching

Essentially an antipoverty measure, the Bilingual Education Act, which is supporting 76 bilingual programs in public elementary schools, comes far from meeting the needs of any significant proportion of the disadvantaged children whose language is other than English. One of the various federal and regional organizations striving to ameliorate these inadequacies is the

Southwest Educational Development Laboratory in Austin, Texas. The author, director of SWEDL's Language Development/Bilingual Education Program, describes this program as a multi-faceted learning system designing and expanding instructional materials and staff development. Its experimental program, to be ready for the 1970-71 school year, is intended to be a rigorous and carefully controlled comparison of three approaches to educating the Spanish-speaking Mexican American children in Texas. (1) The traditional approach, in which the non-English speaking child is thrown in midstream to sink or swim, (2) the English as a second language approach, which makes concessions in the form and rate of teaching, but little or no use of the home language, and (3) the bilingual approach, in which 75 percent of the teaching, including readiness and reading, will be in Spanish, and 25 percent in English as a second language. All of the teachers will be Mexican American, those in the bilingual approach will be bilingual.

54. Ewton, Ralph W., Jr., Ed.; Ornstein, Jacob, Ed. Studies in Language and Linguistics 1969-70. 1970, 232p. ED 038 653

*American Indian Languages; Bibliographies; *Bilingual Education; Contrastive Linguistics; *Dialect Studies; Dictionaries; English; *English (Second Language); Figurative Language; Grammar; Idioms; Lexicography; Lexicology; Linguistic Theory; Phonolgy; Semantics; Sociolinguistics; *Spanish

The eleven essays in the present volume are by faculty members at the University of Texas at El Paso and deal generally with issues peculiar to the American southwest. It is hoped, however, that the collection contains enough that is of universal interest to avoid the taint of parochialism. Essays discuss (1) Problems Involved in Teaching in Bilingual Stituations. Patricia G. Adkins, The Linguistic Puzzle of Figurative Language and the ESL Student, and Ray Past, Does Johnny's Teacher Need Linguistics?, (2) Questions of Linguistic Theory and Methodology. Edward L. Blansitt, Jr., Phonology, Grammar, and Semology, and William M. Russell, The Inverse Dictionary. A New Tool for Linguists, (3) Spanish in the American Southwest. Dolores Brown, A Two-Syllable Affective Affirmation in Spoken Spanish, Jack Emory Davis, Annotated Bibliography and American Spanish, Charles Elerick, The Constrastive Semology of Spanish and English Verbs of Visual Perception, Jacob Ornstein, Sociolinguistics and New Perspectives in the Study of Southwest Spanish, John M. Sharp, The Origin of Some Non-Standard Lexical Items in The Spanish of E. Paso, and Lurline H. Coltharp, Some Additions. Lexicon of the Tongue of the Tirilones, and (4) American Indian Languages. Don H. Burgess, Tarahumara Phonology (Rocoroibo Dialect).

55. Andersson, Theodore; Boyer, Mildred. Bilingual Schooling in the United States. January 1970, 589p. ED 039 527

Annotated Bibliographies; *Bilingual Education; *Bilingualism; *Bilingual Schools; Bilingual Students; Bilingual Teacher Aides; Bilingual Teachers, Curriculum Development; Demography; *English (Second Language); Ethnic Groups; History; Linguistic Theory; National Surveys; *Program Development; Reference Materials; Sociolinguistics; Spanish Speaking; Teaching Methods

This two-volume monograph on bilingualism, a major, virtually untapped national resource, is based on three extensive field trips to current bilingual programs. (1) In the northwest as far north as Barrow, Alaska, (2) the southwest and Hawaii, and (3) from Dade County, Florida, north through Washington, New York, New England, and into Canada. In addition, almost all the bilingual programs in Texas were visited. This study presents a history of bilingual schooling, both in the United States and in other parts of the world, alternative concepts of bilingual schooling, sample curriculum models, implications for education and society, and an outline of needs, as related to action and research. Volume I includes an 870-page annotated bibliography with index, and an index of terms. Volume II contains appended data on the Bilingual Education Act, draft guidelines to the Bilingual Education Program, demographic data, notes on immigration legislation, a typology of bilingual education, socio-historical notes of bilingualism in the United States, descriptions of non-English speaking ethnic groups in the United States, a directory of persons, organizations, and sources of teaching materials, names and addresses of USOE Bilingual Design Project advisory committee members, and a list of invited guests at the Conference on Bilingual Schooling in Northlake, Ill.

56. Developing Language Curricula. Programed Exercises for Teachers. Michigan Oral Language Series. 1970, 78p. ED 039 816

Attitudes; Bilingual Education; *Contrastive Linguistics; Cross Cultural Training; *Curriculum Development; Curriculum Planning; *English (Second Language); Instructional Program Divisions; Language Handicaps; Language Instruction; Linguistics; Minority Group Children; Modern Languages; Nonstandard Dialects; *Programed Materials; Second Language Learning; *Spanish; Synchronic Linguistics

This manual is designed to introduce teachers to basic principles of language analysis which can be immediately applied to classrooms populated by non-English speaking or language handicapped children. Programed exercises covering major units of study are included with follow-up discussion in: (1) nature of language, (2) attitudes toward language, (3) constrast in vowel sounds, (4) consonant sounds, (5) suprasegmantals, stress, pitch, and pause, and (6) the ordered forms of words. The exercises involve the teacher in a detailed analysis of language interference problems which can be anticipated when Spanish background youngsters try to learn English. The manual is intended for use in workshops or by individuals.

57. Petrini, Alma Maria. ESOL-SESO Guide. Kindergarten. Michigan Oral Language Series. 1970, 145p. ED 039 817

Activity Learning; Bilingual Education; Bilingual Students; Concept Formation; Cross Cultural Training; *English (Second Language); English Instruction; *Instructional Materials; *Kindergarten; Language Arts; Language Enrichment; *Lesson Plans; Minority Group Children; Nonstandard Dialects; Pattern Drills (Language); Preschool Education; Second Language Learning; *Spanish; Standard Spoken Usage

This guide, designed to support language arts programs in teaching English to speakers of other languages and in teaching standard English as a second dialect, is for use by teachers of language-handicapped children at the kindergarten level. The 135 half hour lessons, covering one year's work, may be used with mixed groups since the basic sentence structures are presented through kindergarten-like activities and geared to the children's conceptual and physical needs. Sentence patterns and vocabulary to be introduced or reviewed in each lesson are listed at the top of each lesson. The lessons contain a heading, brief description paragraph, example dialogues, and a listing of required audio-visual materials. A Spanish interference and dialect interference sheet and a technique for teaching pattern practice are included.

58. Clemons, Elinor O. English-As-A-Second-Language Methods in the Education of the Bilingual Child. May 1967, 30p. ED 039 990

Academic Achievement; *American Indians; *Bilingual Students; Culture Conflict; Empathy; *English (Second Language); Integrated Curriculum; *Language Development; Mathematical Concepts; Parent School Relationship; Spanish Speaking; *Student Adjustment; Verbal Communication

To facilitate the education of the bilingual child (particularly the Indian or Spanish-speaking one), methods of teaching English as a second language should be applied at all educational levels and in all areas of learning. The bilingual student's academic success is closely related to his ability to understand and to use the dominant language. The ideal situation would be an integrated studies program wherein teachers from all disciplines would work together to assist the bilingual student in language development by preparing vocabulary lists, book lists, and procedural guides. General emphasis would be on teaching in ways which will reinforce and increase language skills while establishing subject matter in the minds of the students. Involving parents and the bilingual community in activities of the school can help the child adjust to the school setting and will reduce cultural interference at home. A selected bibliography of textual materials and methodology sources is appended.

59. Skinner, Jann. The Somerton Story. Teaching Spanish Surname Children. May 1970, 6p. ED 040 032

Bilingual Students; *Curriculum Development; *English (Second Language); Inservice Programs; *Inservice Teacher Education; Language Experience Approach; Language Learning Levels; *Migrant Child Education; *Spanish Speaking; Summer Schools; Unit Plan

A summer school project which was designed to reorient the teachers and the curriculum to more successfully provide for individual needs was described. This project was based on the philosophy that since the migrant child's social and language patterns are different from those of the mainstream of America and since these differences were common for 85 percent of the

population of the Somerton School, the school and not the child should be changed. Teachers attended graduate courses and taught in the summer program where the pupil-teacher ratio was small. The unit approach was used because it correlated language and reading programs with the content areas. Flexible grouping on the basis of reading levels and/or interests was used, and the language-experience approach was introduced to beginning readers. Training in diagnostic skills was provided the teachers, a number of tests were used. Also, an English As A Second Language Program (ESL) was incorporated at all levels--kindergarten through grade 8, and special programs in home economics, shop, physical education, art, and music were also provided.

60. Robinett, Ralph F.; And Others. Interdisciplinary Oral Language Guide-Primary One. Part Two. Lessons 41-80. Michigan Oral Language Series. 1970, 252p. ED 040 626

*Bilingual Education; Bilingual Students; Concept Formation; Cross Cultural Training; Early Childhood Education; English (Second Language); *Instructional Materials; Interdisciplinary Approach; Language Development; Language Guides; Language Instruction; Lesson Plans; Modern Languages; *Oral English; *Primary Education; Primary Grades; Second Langauge Learning; *Spanish, Standard Spoken Usage

This language program guide is designed for teachers of primary age children whose native language is Spanish or of children who are limited in their command of standard English, the oral language necessary for success in the usual school environment. The referential content for the 40 lessons is drawn principally from three areas: (1) social sciences, (2) science, and (3) mathematics. Concepts are integrated into a set of oral language lessons which progress sequentially, both conceptually and linguistically. Contrastive analysis of Spanish and English linguistic features is used to develop language skills. There is a Spanish support activity for each lesson which introduces the conceptual content the student encounters in the corresponding English lessons. There are four units in this guide, each containing 10 lessons. Five review lessons, five evaluation lessons, an art supplement, and a vocabulary index are included. For parts one and three of the guide see FL 001 772 and FL 001 794.

61. Robinett, Ralph F.; And Others. Interdisciplinary Oral Language Guide-Primary One. Part Three. Lessons 81-120. Michigan Oral Language Series. 1970, 239p. ED 040 627

Bilingual Education; *Bilingual Students; Concept Formation; Cross Cultural Training; Early Childhood Education; *English (Second Language); *Instructional Materials; Interdisciplinary Approach; Language Development; Language Guides; Language Instruction; Lesson Plans; Modern Languages; Oral English; *Primary Education; Primary Grades; *Second Language Learning; Spanish; Standard Spoken Usage

This language program guide is designed for teachers of primary age children whose native language is Spanish or of children who are limited in their command of standard English, the oral language necessary for success in the usual school environment. The referential content for the 40 lessons is drawn principally from three areas: (1) social sciences, (2) science, and (3) mathematics. Concepts are integrated into a set of oral language lessons which progress sequentially, both conceptually and linguistically. Contrastive analysis of Spanish and English is developed in the study of linguistic features. There is a Spanish support activity for each lesson which introduces the conceptual content the student encounters in the corresponding English lessons. There are four units in this guide, each containing ten lessons Five review lessons, five evaluation lessons, an art supplement, and a vocabulary index are included. For parts one and two of the guide see FL 001 772 and FL 001 793.

62. Ormsby, Virginia H. What's Wrong With Julio? 1965, 29p. ED 040 787

*Bilingual Education; Bilingual Teachers; *Children's Books; *English (Second Language); Non English Speaking; Parent Participation; *Parent School Relationship; *Spanish Speaking; Teaching Methods

Julio is a Spanish-speaking child, along with other Spanish speakers, in an American school where the first language is English. Problems encountered by him, in addition to the language barrier, are exemplified in this young reader's book. The need for parental support and participation in the school life of a youngster, particularly with the bilingual child, is pointed out. Illustrations complement the narrative on every page, and Spanish words and names are interspersed throughout to relate to the Spanish speaker and to acquaint the non-Spanish speaker with differences between the 2 languages.

63. Valencia, Atilano A. Research and Development Needs and Priorities for the Education of the Spanish-Speaking People. July 1970, 42p. ED 041 521

Affective Behavior; Behavioral Science Research; Biculturalism; Bilingual Students; Community Attitudes; Cultural Awareness; Cultural Traits; *Educational Improvement; Educational Research; English (Second Language); Environmental Research; Instructional Improvement; Latin American Culture; *Mexican Americans; *Research; *Research Needs; Spanish Americans; *Spanish Speaking; Student Attitudes

Identification of 26 high priority problem areas in education which affect the lives of the Mexican-American, Puerto Rican, Cuban, and other Latin American peoples in the United States is made in this report. Examination of these areas, determined by a research task force, led to the development of 20 state-of-the-art papers which generated recommendations by a selected panel for further research and development. The panel's recommendations, contained in this report, concern: (1) institutional change, (2) reading programs, (3) Chicano community action, (4) use of Mexican-American para-

professionals, (5) effects of cultural marginality on personality, (6) effects of culturally pluralistic education, (7) peer group influence, (8) deviant behavior, (9) higher education, (10) modification of teacher behavior, (11) positive and negative effects of Chicano militancy, (12) testing, (13) effects of self-image and stereotypes on learning, (14) sociolinguistics and Spanish and English language varieties in the southwest, (15) status and effect of Headstart programs, (16) adult education, (17) variables in the learning process, (18) vocational and technical education, and (19) current retardation procedures and social implications.

64. Wasserman, Susan. Raising the English Language Proficiency of Mexican American Children in the Primary Grades. April 1970, 6p. ED 042 748

Bilingual Education; Composition Skills (Literary); Disadvantaged Youth; *English (Second Language); English Programs; Fables; Folklore Books; Group Activities; *Language Development; Language Handicaps; *Language Proficiency; Literature; *Mexican Americans; Oral Communication; *Primary Education

Bilingual education projects utilizing various literary genres--fables, folk, and animal tales--as the stimuli for written and oral English activities have aided Mexican-American children in overcoming English language handicaps. During the three summers such an English program was undertaken with children from a Mexican-American disadvantaged area, it was observed that (1) these children need many oral and written language experiences, (2) a flexible, creative climate within a structured language program produces maximum learning, (3) literature provides an appealing basis on which children can build their understanding of the language, (4) oral-aural opportunities help children to internalize the English language, and (5) children's ready recognition of story structure stimulates their improvisations which increase their communication skills.

65. Valencia, Atilano A. Bilingual/Bicultural Education--An Effective Learning Scheme for First Grade Spanish Speaking, English Speaking, and American Indian Children in New Mexico. A Report of Statistical Findings and Recommendations for the Grants Bilingual Education Project, Grants, New Mexico. September 1970, 46p. ED 043 418

*American Indians; *Biculturalism; *Bilingual Education; Educational Programs; English (Second Language); Grade 1; Instructional Innovation; Non English Speaking; Parent Attitudes; *Program Descriptions; *Spanish Speaking; Tables (Data)

The Grant, New Mexico, Bilingual/Bicultural Program reported in this document was designed to introduce into the first-grade curriculum the native language of the child. Ten general objectives of the program are listed, in which the overall objective is introducing or clarifying concepts in a child's Spanish or Indian dialect and then giving emphasis to the child's culture and native language as a means to reinforce a positive attitude toward himself and his cultural heritage. Sections are devoted to (1) description

of program, (2) evaluation design, and (3) statistical analyses and findings. Based on the findings, the author recommends continuation of the district's English language program due to its overall effectiveness, continuation of the bilingual education approaches that include elementary grades Spanish language instruction, use of Spanish or tribal dialect for non-English-speaking first grades, and English-as-a-second-language emphasis for children with little or no knowledge of English, testing with a larger sample to establish conclusive findings on the cultural variables measured by the cultural sensitivity instrument, and program continuance due to favorable support by parents.

66. Adkins, Patricia C. Teaching Idioms and Figures of Speech to Non-Native Speakers of English. March 1968, 5p. ED 044 051

Bilingual Education; Bilingual Students; *English (Second Language); Expressive Language; Figurative Language; *Idioms; *Language Instruction; *Mexican Americans; Modern Languages; Reading Materials; Second Language Learning; Second Languages; *Spanish Americans; Textbooks, Word Frequency; Written Language

A review of the difficulties Spanish-Americans and Mexican-Americans encounter in learning English, caused by a lack of knowledge of common idioms and figures of speech in current usage, leads to a discussion of two pilot studies in which the frequency of occurrence of idiomatic and figurative constructions in the reading materials presented to ninth grade classes in Texas and New Mexico is determined. Another experiment involving a class of 15 students, tested for linguistic proficiency in English and taught idioms and figures of speech for six weeks through various innovative approaches, is examined.

67. Maynes, J. O. Rocky, Jr. House Bill No. 1 Special English Classes. Evaluation. September 1970, 44p. ED 044 192

*American Indians; Bilingual Education; Comprehension Development; *English (Second Language); Evaluation Methods; Language Skills; *Reading Programs; *Spanish Speaking; *Testing Programs; Test Results; Test Validity; Vocabulary

As an evaluation report, this 1970 document summarizes information from 13 Arizona school districts involved in special English classes under House Bill No. 1. Program emphasis was on oral language development, vocabulary, and comprehension. Each district used its own method of evaluating progress, therefore, in synthesizing the information, each district is listed with a description of the evaluation instrument and the results of the pre- and post-tests. Total results from each district's evaluation showed progress in oral language development during the interim between pre- and post-tests. It is noted that, although progress was made in each program, many students fell below a level of language proficiency which would allow them success in a beginning reading instruction program. Tables of state and school district contributions and expenditures are included, as well as 5 recommendations. It is concluded that a significant contribution was made in oral English development for the Spanish and Indian children. The document is appended with pertinent information.

68. Goodman, Frank M. Compton Bilingual Education Plan. 1969-70. 1970, 73p. ED 044 965

*Bilingual Education; Bilingual Schools; Bilingual Students; Bilingual Teachers; Educational Experiments; Educational Objectives; Educational Philosophy; *Elementary Grades; *English; English (Second Language); Grade 1; Instructional Materials; Kindergarten; *Language Instruction; Language Programs; Modern Languages; Second Language Learning; *Spanish; Student Evaluation

Design and implementation of a bilingual curriculum for Spanish-language dominant children in kindergarten and first grade are reported in this study. The general philosophy of the project is expressed in six sections including: (1) introduction, (2) school environment, (3) hypotheses and experimental design, (4) review of the first year's activities, (5) program description, and (6) project results and discussion. The scope of the program description encompasses material on personnel, philosophy, experimental procedures, instructional materials, curriculum, community involvement, public relations, and budgetary considerations. The appendix contains two sample bilingual picture-vocabulary tests and other statistical information concerning evaluation of students and of instructional materials. Sample classroom materials are also furnished. Not available in hard copy due to marginal legibility of original document.

69. Knight, Lester Neal. A Comparison of the Effectiveness of Intensive Oral-Aural English Instruction, Intensive Oral-Aural Spanish Instruction, and Non-Oral-Aural Instruction on the Reading Achievement of Spanish-Speaking Second- and Third-Grade Pupils. 1966-67 (Year Three) Findings. August 1969, 233p. ED 045 956

Audiolingual Methods; Bilingual Education; Bilingual Students; *English (Second Language); *Language Instruction; Measurement Instruments; Program Evaluation; *Reading Achievement; Research Reviews (Publications); *Spanish Speaking; Statistical Analysis; *Teaching Methods

Through analysis of data collected during the third year of the San Antonio Language Project (1966-67), this study attempts to evaluate the effect of three treatments of reading achievement. Intensive oral-aural English instruction (OAE), intensive oral-aural Spanish instruction (OAS), and non-oral-aural instruction (NOA). It involved two sample groups: third graders who had been exposed to the same treatment for three years, and second graders who had had the same treatment for two years. The study design was concerned with treatment main effect (is one treatment generally more effective than other treatments), with pretest main effect (do children who score high, middle, or low in the fall tend to perform similarly in the spring also), and with interaction (does the difference between treatments vary according to pretest scores). Conclusions indicate that children who score high, middle, or low on the pretest almost always score similarly on the posttest, regardless. of the sample or test use. The limited number of significant interaction effects indicate that the difference between treatments does not often vary significantly according to pretest scores. Findings do not support the OAS treatment as an effective tool for improving reading achievement for the population under study. Further implementation of this method should perhaps be limited to truly bilingual teachers.

70. Pena, Albar Antonio. A Comparative Study of Selected Syntactical Structures of the Oral Language Status in Spanish and English of Disadvantaged First-Grade Spanish-Speaking Children. August 1967, 152p. ED 045 961

Bilingual Education; Bilingual Students; Comparative Analysis; *Disadvantaged Youth; *English (Second Language); Grade 1; *Language Development; Oral Expression; Spanish; *Spanish Speaking; Statistical Studies; *Syntax; Teaching Methods

This study presents an intensive comparative analysis of selected basic sentence patterns and transformations in Spanish and English manifested in the responses of Spanish-speaking disadvantaged children selected to receive instruction in the following groups: (1) oral-aural Spanish with special science materials in Spanish, (2) oral-aural English with science in English, (3) non-oral-aural in Spanish or English, but the same science materials as OAS and OAE, and (4) non-oral-aural non-science, which followed regular public school curriculum. To obtain these responses, at the beginning and end of the first grade, the first section of the language-cognition test was given twice, in both Spanish and English. (An ancillary task of the investigation was to field-test the first section of this test.) The hypotheses of this study, designed to test for similarities and differences in the oral language of the four groups, were that (1) there were no significant initial differences between groups, including sex, in pretest scores, and (2) there were no significant differences between group means and function of treatment. In general, these hypotheses were supported by the results.

71. Micotti, Antonia R. Dame School Project (Bi-Lingual Pre School Project), Santa Clara County Office of Education. Final Report, August 1, 1970. August 1970, 32p. ED 046 514

Bilingual Education; Changing Attitudes; *Concept Formation; Curriculum Development; Educational Programs; English (Second Language); Family Environment; *Home Programs; *Language Development; Low Income; Mexican Americans; Mothers; Parent Education; *Preschool Programs; Teacher Aides; Testing

The objectives of this 1-year project were (1) to demonstrate an at-home procedure of teaching in order to improve the concept formation and language development environment of 40 children (3-5 years) residing in low income homes where the primary language was Spanish, (2) to train 11 women from the community as home teachers, and (3) to give training to the mothers of the project children so that they could improve their teaching techniques with their own children. The pretests and posttest administered were the Test of Basic Language Competence, given in Spanish and English, the Inventory of Developmental Tasks, given in Spanish, and the Maternal Teaching Style Instrument (mother/child test) given in Spanish. After the year, the children demonstrated marked improvement in concept and language development, all home teachers had received 370 hours of inservice and preservice training, and

mothers showed considerable changes in terms of attitudes, educational materials apparent in the homes, and upkeep of themselves and their homes. The report recommends extension of the curriculum to kindergarten, revision of training models and development of home packets for the project children.

72. Light, Richard L. The Schools and the Minority Child's Language. November 1970, 10p. ED 047 320

Biculturalism; *Bilingual Education; Cultural Differences; Disadvantaged Youth; English (Second Language); *Minority Groups; Negro Students; *Nonstandard Dialects; Reading Skills, *School Policy; *Spanish Speaking; Teacher Attitudes

This paper discusses the treatment of minority group children in the public schools. Noting that the school's approach to the child's first language may determine where the child is afforded great opportunity or faced with formidable problems, the author states. The opporutnity comes when the school works to build upon and develop the linguistic and cultural strengths which the child brings to the classroom. The problems occur when the school ignors or attempts to suppress those strengths. The author then discusses the situation in California, where many Spanish speaking children have been placed in classes for the retarded educable because of their inability to function properly in English. Problems encountered by negro speakers of non-standard dialects are also discussed. The author sees hope for improvement in the Bilingual Education Act of 1967, but finds reason for continuing concern because the linguistic and cultural characteristics of minority group are still not adequately understood. The author urges the necessity for a greater understanding of the nature of linguistic and cultural characteristics and the aspirations of the various minority groups in our nation.

73. John, Vera P.; Horner, Vivian M. Early Childhood Bilingual Education. 1971, 207p. ED 047 593

Behavioral Objectives; *Bilingual Education; Bilingual Students; Bilingual Teachers; *Early Childhood Education; Educationally Disadvantaged; Educational Needs; Educational Objectives; Educational Policy; *English (Second Language); Institutional Role; Language Planning; Multilingualism; Non English Speaking; *Program Descriptions; Second Language Learning; Student Needs; *Teacher Education

This book, written from the viewpoint of both the immigrant and the native-born, provides practical information that is helpful to communities attempting to present their demands for better education more cogently and helps educators meet such demands with appropriate programs. The three major groups most affected by bilingual education programs are identified as the Puerto Rican, the Mexican American, and the American Indian. Contents include sections on: (1) demographic information on minorities, (2) language groups, (3) program descriptions, (4) teacher recruitment, (5) curriculum materials, (6) testing and evaluation procedures, (7) research in bilingual education, and (8) models of bilingual education.

74. Altus, David M., Comp. Bilingual Education, A Selected Bibliography. December 1970, 228p. ED 047 853

*Abstracts; American Indians; *Bibliographies; Biculturalism; *Bilingual Education; *Bilingualism; English (Second Language); *Language Instruction; Mexican Americans; Spanish Speaking; Subject Index Terms; Teaching Techniques

The bibliography was compiled to provide access to the latest research findings and developments in the area of bilingualism and bilingual education. Part I of the publication contains 176 citations, with abstracts, which have appeared in all Research in Education issues through June of 1970. Part II includes 28 citations from Current Index to Journals in Education, beginning with the first issue in January of 1969 and continuing through the July 1970 issue. Two subject indexes using terms from the thesaurus of ERIC descriptors are included. The first pertains to documents cited in RIE, the second applies to articles cited in CIJE. Ordering information for documents cited is also provided.

75. Andersson, Theodore. Bilingual Education. The American Experience. March 1971, 35p. ED 048 581

Acculturation; Biculturalism; *Bilingual Education; *Bilingual Schools; *Educational Legislation; *English (Second Language); French; German; History; Language Planning; Spanish

The United States experience with bilingual schools falls into two periods; from 1840-1920 and from 1963 to the present. Bilingual schooling may be said to have originated in Cincinnati in 1840, where a large minority of the population was German-speaking. During this first period, perhaps a million American children received a part of their instruction in German as well as in English. Despite the extent and historical importance of this early bilingual schooling, however, it failed to provide an authoritative curriculum model for bilingual education. The bilingual program, often only a language program, was rarely integrated into either the philosophy or the practice of the school or society. Bilingual schooling disappeared from the U. S. scene from the time of World War I until 1963, when the Dade County Bilingual Program was initiated in Miami, Florida. A Ford Foundation grant provided for instruction in both English and Spanish for Spanish- and English-speaking children. Before the enactment of the Bilingual Education Act in 1968, the number of federally supported bilingual programs was probably less than 100, at present writing there are 131 programs supported by federal grants. (In addition to discussing the contributions of various educators and linguists, the author includes an extensive bibliography of recent and forthcoming works.)

76. Altus, David M., Comp. Mexican American Education, A Selected Bibliography. April 1971, 206p. ED 048 961

*Abstracts; Academic Achievement; *Bibliographies; Bilingual Education; *English (Second Language); *Mexican Americans; Spanish Americans; *Spanish Speaking

Access to some of the latest research findings and developments in the education of Mexican American children and adults is provided by this bibliography, which is a supplement to the basic bibliography (ED 031 352). Academic achievement, bilingual education, and teaching English as a second language are emphasized. Included are more than 150 citations and abstracts which have appeared in Research in Education from June of 1969 through December of 1970, as well as 23 citations which have appeared in Current Index to Journals in Education from January of 1969 through June of 1970. Ordering information and subject indexes are included.

77. Robinett, Ralph F.; And Others. Interdisciplinary Oral Language Guide-Primary One. Part Four. Lessons 121-160. Michigan Oral Language Series. 1970, 261p. ED 050 620

Bilingual Education; Bilingual Students; Concept Formation; Cross Cultural Training; *English (Second Language); *Grade 1; *Instructional Materials; *Interdisciplinary Approach; Language Arts; Language Instruction; Lesson Plans; Minority Group Children; Modern Languages; Nonstandard Dialects; Second Language Learning; *Spanish; Standard Spoken Usage

This language program guide is designed for teachers of primary age Spanish-background children who have limited control of standard English, the oral language necessary for success in the usual school environment. The materials included comprise part four of the Primary One Guide. The conceptual content for the 40 lessons is drawn principally from three areas: (1) social science, (2) science, and (3) mathematics. Concepts are integrated into a set of oral language lessons which progress sequentially, both conceptually and linguistically. There is a Spanish support activity for each lesson which introduces the conceptual content in the first language. Five review and five evaluation lessons are contained in the guide. An extensive art supplement and a word list covering lessons 1-160 are included. For a companion document see ED 039 815.

78. Programs Under Bilingual Education Act (Title VII, ESEA). Manual for Project Applicants and Grantees. April 1971, 188p. ED 052 657

*Bilingual Education; Bilingual Students; Cultural Education; Cultural Pluralism; Educational Finance; Educational Policy; Elementary Schools; *English (Second Language); *Federal Aid; Federal Programs; Financial Support; Grants; *Minority Group Children; Minority Groups; Non English Speaking; Program Content; *Program Descriptions; Project Applications; Secondary Schools

The Bilingual Education Program, designed to help children having limited English-speaking ability develop greater competence in English, become more proficient in their dominant language, and profit from increases educational opportunity, is described in this manual for project applicants and grantees. Eight chapters include a review of: (1) purpose of the Bilingual Education

Program, (2) program requirements and policies, (3) program development considerations, (4) preliminary proposal, procedures for submission and review, (5) a plan for implementation of a bilingual education program, procedures for submission and review, (6) application for continuation, procedures for submission, (7) reporting requirements, and (8) funding policy and fiscal concerns. An appendix contains information on grant terms and conditions for application.

79. Clark County School District ESEA Title I Final Evaluation, 1969-70. 1970, 412p. ED 053 629

*American Indians; Biculturalism; Bilingual Education; Bilingual Students; Educational Programs; *English (Second Language); Experimental Schools; Federal Programs; Instructional Program Divisions; Migrant Child Education; Program Content; Program Effectiveness; *Program Evaluation; Questionnaires; *Spanish Speaking; Summer Programs

This document presents statistical data with evaluative commentary on the various aspects and activities of the Clark County, Nevada, Title 1, ESEA Project. The activities evaluated include: (1) Social Experiences for Language Development, (1A) summer extension of Social Experiences for Language Development, (2) Bilingual Language Development Program for Spanish-Speaking Students, (2A) summer extension of Bilingual Language Development Program for Spanish-Speaking Students, (3) MOAPA Migrant Student Program, (3A) summer extension of MOAPA Migrant Student Program, (4) St. Yves Remedial Program, (5) St. Judes Summer Program, (6) Spring Mountain Summer Program, (7) Southern Nevada Children's Home Remedial Program, and (8) preservice activity. Appendixes for many of the activities include results derived from a Title I teacher opinionnaire, a family-aide opinionnaire, and a parent-reaction form.

80. The Implications of Bilingual Education for Developing Multicultural Sensitivity Through Teacher Education. September 1971, 76p. ED 054 071

American Indian Culture; *Bilingual Education; *Cross Cultural Training; *Cultural Differences; *English (Second Language); Mexican Americans; Spanish Speaking; *Teacher Education

Teachers must be continuously alert to the differences in languages, values, and customs and seek to understand their students as real people. Otherwise the student who must learn English as a second language develops insecurity instead of security. When the acceptable norm in a class has been based on the work of the typical middle-class anglo, the culturally different student has had failure predetermined for him. Language maturity needs to be assessed in these children in terms of auditory discrimination of all the necessary phonemes, and the habitual use of the correct syntax of grammar. Interaction with the teacher on an individual basis is also crucial for the child. If the child understands sound patterns in English, the beginning instruction should be in English, if he understands Spanish, the instruction should be in Spanish. The second language should be introduced systematically but gradually, to develop

genuine bilingualism in the student. The bilingual-bicultural program encompasses all the domains of the learning process. The student should acquire the concepts and skills of two languages, and should attain a positive self-image through the understanding of the value of his own culture. A multicultural program increases the appreciation of the contributions of other cultures, and fosters the democratic ideals.

Journal References (from CIJE)

1. Ibarra, Herbert. Teaching in Spanish to the Spanish Speaking. Foreign Language Annals, v2 n3, pp310-315, Mar 1969. EJ 002 823

Bilingual Teachers; Case Studies (Education); *Educationally Disadvantaged; English (Second Language); *Federal Programs; Mexican Americans; Parent Participation; *Spanish Speaking

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